Cedars Academy
HEAD TEACHER REPORT: Summer 2020
For presentation at Full Governing Body Meeting: Monday 19th October 2020

1 Pupils & Community

1.1 COVID-19 Response: September Reopening

School/College Organisation

- Class bubbles established
- Daily routines established
- Lunch time routines established
- Staggered school arrival and departure times (8:30-9:20 am: 2:30-3:20pm)
- Outdoor activity rota developed to allow each Bubble to have specified times around school

Positive Case Protocol (distributed at Autumn C&P Committee Meeting) has been developed and implemented successfully.

Positive Cases confirmed to date (5.10.20): 3 x students, 2 x staff, 1 x taxi driver

Pupil attendance has decreased from 92.5% after the first two days, 86.6% on 11th September
17th Sept - x34 students off x22 C-19 related (attendance 83%)
21st Sept - x38 students off x25 C-19 related (attendance 81%)
25th Sept – x54 students off x43 C-19 related (attendance 74%)
1st Oct - x42 students off x35 C-19 related (attendance 79%)
7th Oct - x26 students off x21 C-19 related (attendance 86.7%)
9th Oct - x27 students off x15 C-19 related (attendance 86%)

Staff absence: X2 staff off long term shielding (extremely vulnerable)
17th Sept - x7 staff off (x6 Covid related)
21st Sept - x8 staff off (x7 Covid related)
25th Sept - x12 staff off (x10 Covid related)
1st Oct - x7 staff off (x6 Covid related)
7th Oct - x6 staff off (x4 Covid related)
9th Oct - x3 staff off (x0 Covid related)

Key Points

- All students isolating at home have been supported remotely with home learning and emotional support
- Our Bubble system working well as Positive cases have all been contained within each Bubble
- Gateshead Public Health have commented on the effectiveness of our protocols and decision making processes

Risk Assessments

- Whole school risk assessment completed and shared with all staff.
- 7 vulnerable staff risk assessments completed and actions implemented.
- 2 student behaviour risk assessments and actions implemented
- External Agency risk assessments and protocols agreed and implemented i.e SALT, VI, HI, Physio

Future Staffing Options:

- Home supported working
- 'Double Bubble' - 48 hour Circuit Breaker

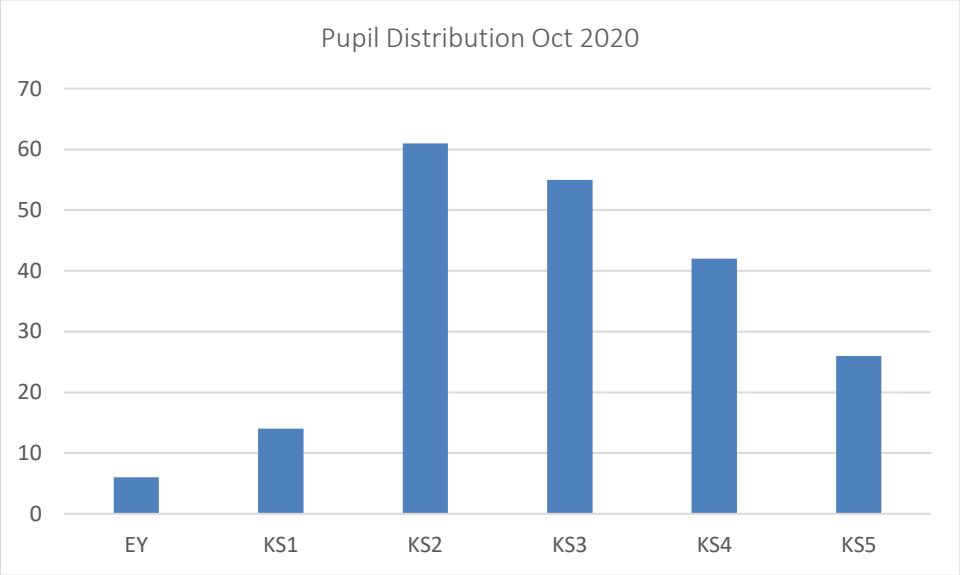
1.2 School Population

1.2.1

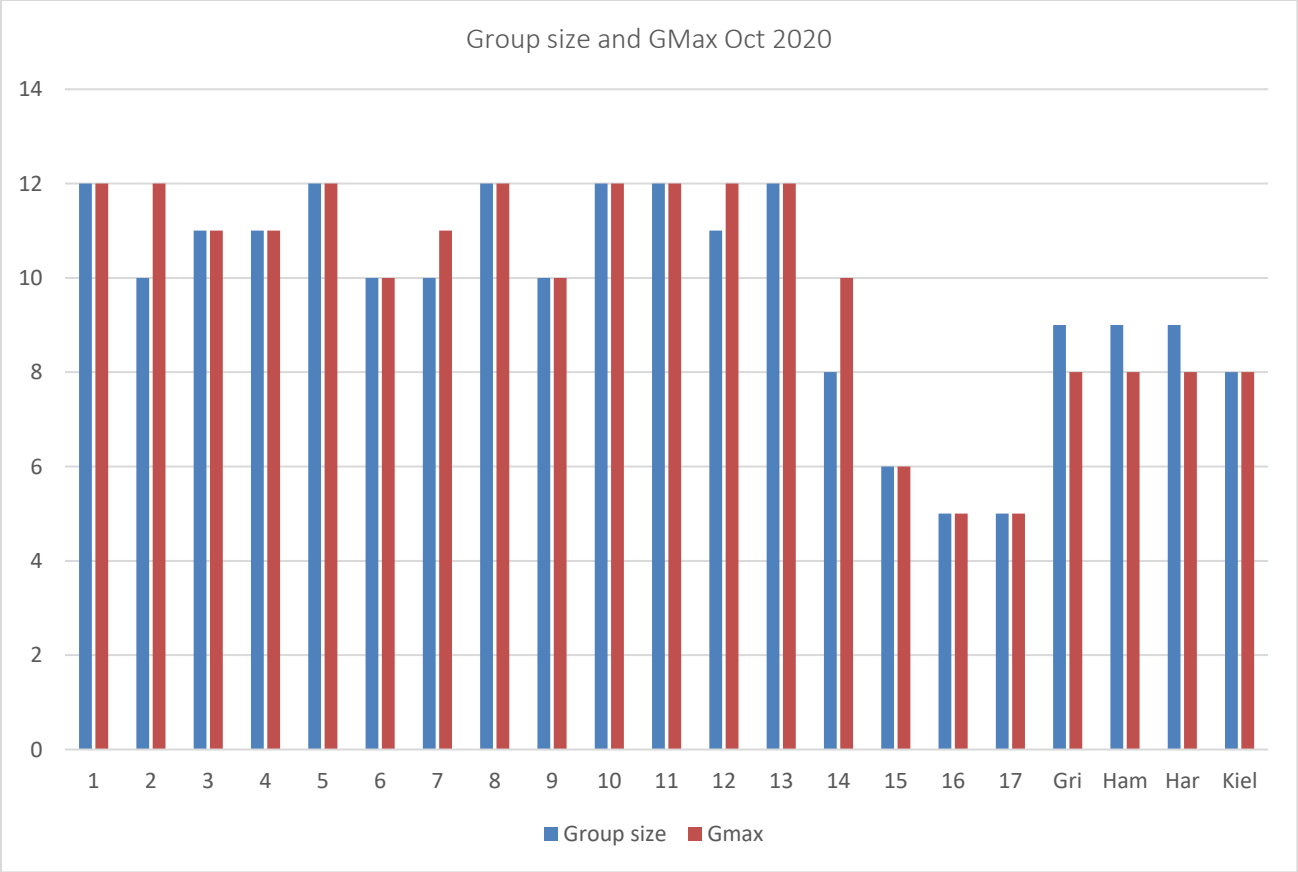
Out of the 205 pupils currently on roll, 81 in KS1&2, 98 in KS3&4, and 26 in KS5

Distribution of pupils:

- X8 class bubbles in KS1&2, average class sizes of 11 children
- X9 class bubbles in KS3&4, average class sizes for x5 bubbles of 11 children, x4 smaller bubbles of average size 6/7 pupils
- X4 group bubbles in KS4/5 (based at Walker Terrace) average size 8/9 students



1.2.2 Class sizes October 2020



1.2.3 Need for additional accommodation & space

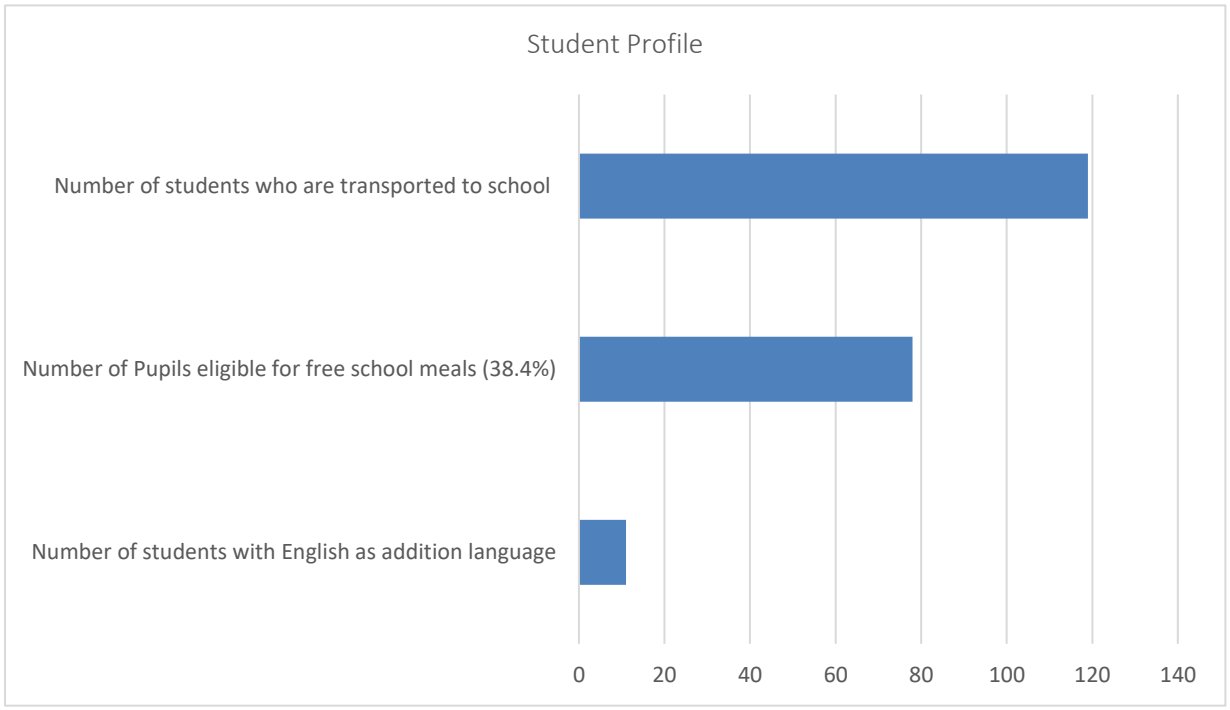
Recently we have been in discussions, linked to tribunal cases, with the LA regarding the size of school and determination of whether we are 'full' or not; alongside this is a Gateshead SHIP drive to take more of a lead on determination the size/scope of SEN provision across the borough.

We believe that our site footprint just allows for a buildings/accommodation development, to then bring us to a maximum capacity. Recently we have gained planning permission for a proposed x3 teaching block that would enable us to better meet need, allow for much need flexibility to create smaller teaching groups, provide additional breakout space and better distribute teaching groups across more suitable environments.

As part of our recent successful planning application conditions have been set that restrict the number of children on roll at Ivy Lane to 183 and number of staff based at Ivy Lane to 73. We have previously agreed a definition of population, numbers and profile in determination of our 'Provision Planning Statement', presented last term.

However, since then the SLG and BPDG have given consideration to the development of a KS4/5/P19 provision based at Walker Terrace. We are now in early discussions with the Landlord's Agent regarding the lease of 11 Walker Terrace. This will obviously impact on the age profile and emphasis of need at Ivy Lane. SLG are working towards a revised Provision Planning Statement for presentation at the FGB Meeting.

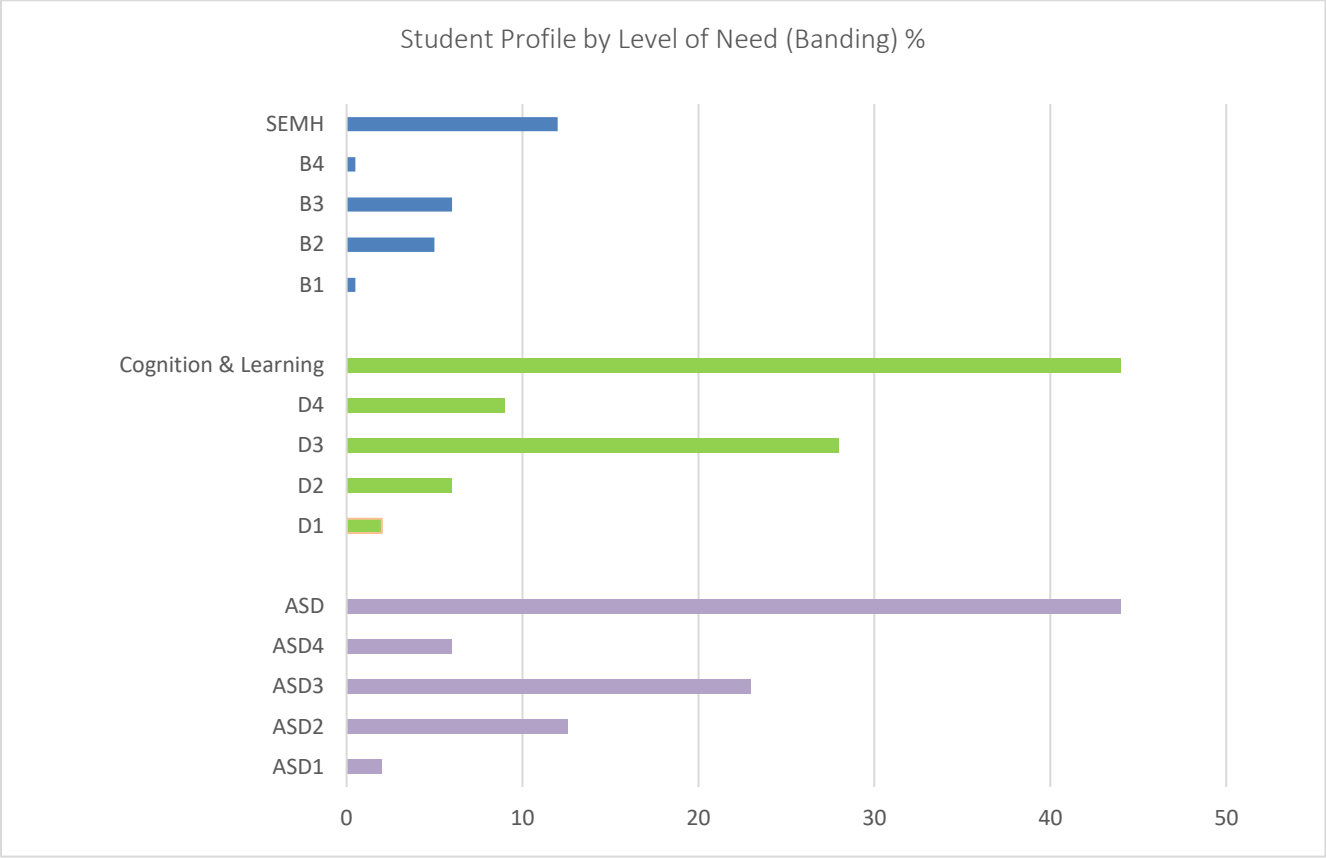
1.2.4 Student Profile



1.2.5 Profile by Banding

Primary Need (Banding):

- 44% ASD (2% AS1: 12.6% AS2; 23%AS3; 6%A4)
- 44% Cognition & Learning (2%D1; 6%D2; 28%D3; 9%D4)
- 12% Social, Emotional and Mental Health (0.5% B1: 5%B2; 6%B3; 0.5%B4)



2 School Improvement

2.1 Quality of Education

2.1.1 Key Objectives

Our Self-evaluation identifies the next key steps and big ideas to establishing Highly Effective outcomes. We want…:

- to develop staff skills, knowledge and confidence in a range of communication and language acquisition strategies and that these are at the core of all curriculum delivery
- to create a school that inspires and nurtures creativity and communication
- young people who are confident in and inquisitive of the world around them
- a school where people feel safe and are comfortable within themselves and with each other
- physically active people, making healthy choices who are confident in a range of environments
- young people who are well prepared for adulthood
- to offer of a wider range of therapeutic intervention programmes as part of a wide, holistic curriculum
- to strengthen parent engagement, our understanding of, and response to, family needs
- to develop our leadership roles, subject knowledge and pedagogical practice

2.1.2 Our new curriculum

Our curriculum model is comprehensive, covering a range of subjects. There are clear, thought-out and intentional progression pathways in the learning delivered through each curriculum. Cumulative knowledge is cited with an end goal that clearly sets each pupil up for the future; Preparation for Adulthood is at our curriculum's core.

What are we trying to achieve for our students?

- Successful learners who enjoy learning, making progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who are able to make a positive contribution to society

Fit For Life

2.2 The Importance of Curriculum Leaders

The recent curriculum review has required us to consider the role of Teaching & Learning Responsibility (TLR) posts. These posts lead our School Improvement Teams (SITs), at our middle (curriculum) leadership level (below, in green). Curriculum leads have recently focussed on and increased activity around the developments to curriculum design, and particularly it's intent. The focus this term will be on implementation and impact.

There is now a realignment of emphasis on school development that is curriculum driven and is exactly in line with the new Ofsted Education Inspection Framework (EIF). In the new EIF, the importance of the curriculum leader role has risen sharply.

2.2.1 Revised Leadership Structure

<table>
<tr><td colspan="8">GB/HT</td></tr>
<tr><td>RESOURCES</td><td colspan="6">CURRIULUM & STANDARDS</td><td></td></tr>
<tr><td>Leadership & Management
Gov2Go: GM/GN</td><td colspan="5">Quality of Education
Gov2Go GN/GM/NK/PH/SK/JC</td><td>Behaviour & Attitudes
Personal Development
Gov2Go: MH/PF</td></tr>
<tr><td>Assistant HT
Post 16/Business Management JV</td><td colspan="5">Assistant HT
QoE Lead MOR KSEY1&2 JC KS3&4 DH KS5 JV</td><td>Assistant HT
Behaviour for Learning
EN/KV</td></tr>
<tr><td>Strategic Vision
Financial Plan
Improving Governor Role
Budget Monitoring
Building Development
Enterprise & Initiative
Marketing Strategy
Partnership Development
Transition, Training & Employment Coordinator</td><td colspan="5">Curriculum Design
Quality of Curriculum Delivery/Pedagogy
Monitoring Standards T&L
Assessment & Tracking Pupil Performance & Destinations
Research & Development Pedagogy
Pedagogical Links & Partnerships
Accreditation Routes
PM Teaching Staff
Reporting to Parents</td><td>Well-being & Resilience/Safeguarding
Research & Development
BfL/PSD
Attendance Improvement
Multi-Agencies Link
Pupil Premium
PM AtL/Care/Support Staff
Community Voice
Personal/Medical Needs
Education Visits</td></tr>
<tr><td>Business Partnership & Development</td><td>Communication</td><td>Numeracy</td><td>Creativity</td><td>Understanding the World</td><td>Independence & Work Skills</td><td>Wellness & Social Development</td></tr>
<tr><td>Staffing & Facilities Manager
JR/JV/GM

Admin Staff
Site management
SIMS lead
Confidentiality
Site Management & Premises
Liaison with External Contractors/SLAs
PM Office/Clerk
Staff/Catering Staff/Site Maintenance Team</td><td colspan="5">Teaching Staff
Teaching & Learning Class/Subject Area(s)
Subject(s) Coordination
Assessment & Tracking Pupil Performance: ILPs
Curriculum Development
Reporting to Parents (Home-School Liaison)</td><td>Specialist Support Staff
Counselling
Education Psychologist
SLT
Health: SS Nurse
CYPS</td></tr>
<tr><td>Office Administration Staff</td><td colspan="5">HLTA/TAs</td><td>HLTA/TAs</td></tr>
<tr><td>Administration Finance and Marketing
Receptionist/Liaison Parents and Stakeholders</td><td colspan="5">Literacy & Reading Intervention
Digital Learning</td><td>EHCP Coordinator: AtL KS1&2
Pupil Support/ Interventions: AtL KS1&2
Pupi l Support /Interventions: AtL &4</td></tr>
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2.3 Implementation and impact of the curriculum in our school

Within and across SITs we will be focussing on Implementation, how we consider the content, teaching sequence and delivery of our curriculum, and Impact, how well are our pupils learning the content within our curriculum, this term.

This term will also see the roll out of Personal Learning Plans; plans that clearly indicate specific targets linked to our six curriculum pillars of Communication, Numeracy, Creativity, Understanding the World, Independence & Life Skills and Wellness & Social Development.

With the B Squared assessment group MOR has been assessing the impact of our curriculum and it's delivery. It is clear that qualitative evidence needs to be collated in one place. 'Evidence for Learning' (software package) will enable us to collate and evidence work in the form of documents, photos and videos; evidence that can be directly assigned to individual pupil targets.

2.4 Continuing Professional Development

- Staff have been given a CPD cascade document to share and cascade information – this is shared and utilised in SIT meetings
- Additional online training for Safeguarding is currently being undertaken across the whole staff
- KV is currently training to be the nominated Thrive Practitioner for school – he will then roll out training across the school
- Individual staff are accessing training for the Zones of Regulation programme as appropriate
- CPD focus for this academic year will be to develop pedagogical and subject knowledge for all areas of the curriculum – particular focus on Numeracy and PfA

2.5 Summer 2020 Outcomes, Progress and Destinations

On 20th August many of our young people received their GCSE and Entry Level Statements of Results. The grades awarded have been based on their teacher's predicted grade, and are a true reflection of their ability and potential in each of the given subjects.

This has been a particularly difficult time for all our community but it has been an acutely stressful time for all students completing accredited courses this year. We have been so impressed with their positivity and resilience during the most challenging of times for them all.

2.5.1 GCSE & Entry Level

A brief breakdown of the results demonstrates significant achievement across all key areas of the curriculum.
Notably at GCSE:

- Seven passes at GCSE English Language, all at Level 4 or above
- Three passes at GCSE English Literature, all at Level 5 or above
- Four passes at GCSE Mathematics, three at Level 5 or above
- Four passes at GCSE Science Combined (Double GCSE), three at level 5 or above
- Eight passes at GCSE History, four at Level 5 or above

Notably at Entry Level:

- Twenty five passes at Step Up to English
- Eight Entry Level Certificates in Preparing for Work
- Two Entry Level Awards in Preparing for Work
- Three Entry Level Certificates in Humanities
- Seven Entry Level Awards in Humanities

2.5.2 Destination Summary

A: Newcastle college- A levels Eng. Lit, Sociology, history
B: Level 3 Childcare, Newcastle College
C: Project Choice Stage 1
D: Gateshead College, Hair and Beauty Level 1
E: Project Choice Stage 1, GCSE Maths
F: Travel and Tourism Level 1 Gateshead College
G: Dryden Centre
H: Project Choice Stage 1, Gateshead College
I: Project Choice Stage 1, Gateshead College
J: Project Choice Stage 2, Gateshead College

2.6 EHCP Quality Assurance

Our newly created Education Health and Care Plan (EHC Plan) Quality Assurance Framework describes the processes used to evaluate how effectively multi-agency processes and procedures are being implemented to ensure that:

- EHC Plans are up to date and reflect the last annual review, where appropriate
- EHC plans are of high quality, written in plain English and are easy to understand
- EHC Plans identify the child's voice and their aspirations for the future
- EHC Plans set out SMART (specific, measurable, achievable, realistic and timely) outcomes
- EHC Plans include appropriate health and social care information
- We are compliant with the SEND Code of Practice

Audits will be completed by the Academy EHCP Working Group, consisting of members of the Transitions Team, SLG and lead by JV, on a termly basis.

An overview report of audit findings will be reported to the C&P Committee every term. The report will identify:

- Areas of strengths and weaknesses
- Good practice which should be shared/celebrated
- Areas for improvement and development

3 Accommodation & Facilities Development

3.1 Compass Sports Hall/Gym

Progress Meetings held on 9th September and 7th October. Completion deadline is now 3rd December. There have been no major issues/concerns/accidents or further changes to completion date expected at this point.

3.2 Primary Toilets

LEC Limited have started work on the new primary toilet block (old kiln room) which will provide x5 additional toilets, x3 basins and x1 DDA cubicle. This was an anticipated 6 week project, costed at £15.5k. It is due for completion week beginning 19th October.

3.3 Outdoor spaces/zones/PE areas

Prior to Sept reopening we created x3 sail zone areas. We have also purchased a marquee and have completed construction of a semi-permanent timber structure frame on the grassed area, the grass to be covered with an astroturf carpet.

The climbing frame and roundabout have reached a point of deterioration where the cost of repairs is not viable; we have asked LEC Limited to provide a removal cost and JR is seeking other quotes

3.4 x3Teaching rooms block

Richard Steedman (Eddisons) is seeking x3 quotes for a modular build. Mick Sheldon (NorthEastPlans) is compiling a tender package and seeking x3 quotes for a traditional build. The advice so far is that the modular build will take 2/3 months, traditional build 6 months. We will continue to liaise with RS and MS re tenders and report back to BPDG/F&S groups. This development is very much linked to and dependent on the outcome of discussions described in 1.2.3 above.

M.F

MF October 2020